

LONG TERM PLAN YEAR 6

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CORE TEXTS	Brightstorm by Vashti Hardy	Brightstorm by Vashti Hardy Poetry War Poems	Survivors By David Long Shackleton's Journey By William Grill	Film Unit: Broken Rose Blanche By Roberto Innocenti I have a Dream... Speech (Martin Luther King)- linked to transition	Non-Fiction Focus Select a place they have been to: Persuasive leaflet (marketing) Product/Restaurant Review Letter in response.	Play Scripts Non-Fiction- Leaflet Writing
	WRITING OUTCOMES:	Writing Outcomes: To Persuade: Formal letter To Inform: Newspaper report	Writing Outcomes: To Entertain: Setting description To Discuss: Balanced Argument To Inform: Recount Non-chronological report	Writing Outcomes: To Entertain: Fiction Narrative To Inform: Newspaper Article To Persuade: Persuasive Letter	Writing Outcomes: To Entertain: Narrative with dialogue To Inform: Information Leaflet	Writing Outcomes: To Discuss: Review of Outing To Persuade: Persuasive Leaflet To Inform: Letter of complaint	Writing Outcomes: To Persuade: Motivational Writing To Inform: Writing for a specific audience
MATHS		Place Value (within 10 000 000) Addition, Subtraction, Multiplication and Division (Mixed operations) (Long division)	Decimals (x and ÷ by 10,100,1000) Fractions (add and subtract fractions) Percentages (percentages of amounts)	Algebra (simple formulae) Position and Direction (four quadrants) Statistics Moved from Summer to coincide with Science experiment (mean) link to Science Converting units	Perimeter, Area & Volume (Formulae) Ratio (scale factor) Properties of shape (radius, diameter, circumference) Problem Solving Statistics (pie charts and line graphs)	Investigations	

LONG TERM PLAN YEAR 6

			(converting measures up to 3 decimal places)		
SCIENCE	Living things and their habitats Why do we classify living things?	Light Can you see round corners?	Evolution and Inheritance Why am I similar to my parents?	Animals including humans What does blood do and how do we keep it healthy?	Electricity What happens when I expand a basic circuit?
HUMANITIES	<u>How has UK trade and economy changed over time?</u> Recalling world map and climate knowledge of food sources (yr 4), plus Land Use and Travel development (from Romans to Victorians), to explain why Docklands became central to trade in UK, and how and why it changed to become a centre of commerce. (Describe and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources including energy, minerals and water) Economic activity Commonwealth Eu/brexit Land use patterns The River Thames compared to the Nile. The role of the river Make comparisons with Nile in Ancient Egypt to help explain difference with modern Thames. How/ when man has influenced physical geography. <u>How does what we eat affect others?</u> Having solid understanding of trade (Food Y3, Docklands Y5, slavery Y6) can better consider fair trade, food miles etc. Can also build on anti-slavery activists (Y6) to develop understanding of trade embargoes, including South Africa. (Focus is on fair trade and sustainability following on from Yr 5 rainforests and Yr 4 food miles)		<u>How did WW2 affect us?</u> Draw accurate world maps to show/describe spread of German Empire, make comparisons with previous expansions/invasions /empire (Romans Y4, Vikings Y5). Select and use a variety of sources to describe impact on London, locating accurately on own correctly scaled and grid referenced ordinance survey maps of UK and symbolled local area maps (e.g. bombsites, shelters, ARW sites). Recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing). (Should include the development of transport to make comparisons with warfare with ancient civilizations and includes local area study. A particular focus should be the RAF museum)		<u>How has our high street changed over time?</u> Drawn maps of local area (including compass +grid referencing) of local shops and sources of produce. Building on prior knowledge of trade and transportation as well as Empire and World trade including WW2 events to identify and suggest reasons for change and differences or continuity in both the produce and types of shops available. (This unit will provide a summary /longitudinal investigation at the end of the curriculum which ties in with the threads running through eg Empire, food, travel, invasion from both a historical and geographical perspective).
COMPUTING	Big Data – Kapow Barcodes and QR codes work, infrared waves transmit data, RFID, input, analyse, and evaluate real-world data.		<u>KS2 Computing: Bletchley Park Lesson Plans Kapow Primary</u> To understand there are many different types of secret codes. Brute Force Hacking To understand the importance of having a secure password. To understand the importance of Bletchley Park to the World War II war effort.		Coding 6.1 To design a playable game, timer and score. To plan and use selection and variables. Launch command and functions Flowcharts to test and debug a program. Create a simulation of a to control devices. To understand the different options of generating user input in 2Code.

LONG TERM PLAN YEAR 6

			To research and present information about historical figures that contributed to technological advances in computing.			
DT	<u>Structures Project 3</u> Tzedakah box Use woodworks to create a box		<u>Cooking</u> Calzones with Olives- Tu Bishvat Measure ingredients accurately, kneading, spreading, folding and baking. Discuss seasonality of food.		<u>Electrical Project 2</u> Electronic Bug Understand and use electrical systems Select from and use a wider range of materials and components, including construction materials - correx	
ART	Illusions and Perspective		WW2 Propaganda Posters		Shadow Puppets	
PSHE	<p style="text-align: center;">Drugs (science) What do we need to do to stay healthy (Science) How does exercise affect our heart? - (Science) Why immunise? What is a superbug. <u>Managing hurtful behaviour and bullying.</u> I understand the impact of bullying and the consequences of hurtful behaviour. I can learn strategies to respond to hurtful behaviour experienced or witnessed and how to report concerns and get support. I understand about discrimination: what it means and how to challenge it</p>		<p style="text-align: center;">How do we contribute to our community and look out for others? How do we deal emotionally with changing relationships? How do we manage challenging friendships? How do we practise good mental health in a time of transition and change?</p>		<p style="text-align: center;">Basic 1st aid training Streetwise Money sense Water aid Year 6 wellbeing programme Transport for London Transition programme</p>	
MUSIC	<p style="text-align: center;">Theme and variations (Theme: Pop Art)</p> <p>Children continue to perform rhythms on their own or in a group. They identify the sounds of different instruments and discuss what they sound like and make reasonable suggestions for which instruments can be matched to which pieces of art.</p> <p style="text-align: center;">They learn to name and copy the three rhythms developing a good sense of pulse. They draw the rhythms and show a difference between each of their variations.</p>		<p style="text-align: center;">Dynamics, pitch and texture (Theme: Fingal's Cave)</p> <p style="text-align: center;">Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>		Year 6 Show Learning to sing, play and act with passion and emotion and to create a connection between the audience and the performers.	
PE	Football	Netball	Gymnastics	Hockey	Athletics (OAA – kayaking and orienteering skills)	Rounders
FOREIGN LANGUAGES BIBLICAL HEBREW	<p>Consolidate ability to read without vowels fluently</p> <p>Consolidate ability to translate previously unseen ancient texts through conjugation of root words and prefixes and suffixes</p> <p>To confidently apply their understanding of the language to interpret unseen texts.</p> <p>To confidently ask questions and discuss different interpretations of the ancient texts</p> <p>To confidently explain orally their understanding of a particular text and how it relates to the culture surrounding Biblical Hebrew.</p>					

LONG TERM PLAN

YEAR 6